

Assessment and Learning

評估與學習

此簡報只供學術及教學參考之用，不能作任何商業用途。

Assessment of Learning (學到什麼?)

- ✦ Summative (總結性)
- ✦ Certify learning (學習證明)
- ✦ Report to parents and students
- ✦ At the end of a unit, semester, course ...
- ✦ Test and examinations

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- ✦ Expressed symbolically (分數或等級)
 - ✦ With little direction or no advice to improve (欠缺方向及建議)
 - ✦ Test content is generally too limited (測試內容狹窄)
 - ✦ Scoring is too simplistic (評分過於簡單)

Assessment for Learning

促進學習評估

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- ✦ From summative to formative assessment (演變至形成評估)
 - ✦ From making judgment (判斷) to creating descriptions (描述)
 - ✦ Collect a wide range of data (多元數據)
 - ✦ Design the next steps in instruction (下一個教學步驟)
 - ✦ Highlight each student's strengths and weaknesses (找出學生的長處及弱點)

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- ✦ Teacher as the central character (主導)
 - ✦ To identify particular learning needs (介定學習需要)
 - ✦ Happens in the middle of learning (學習期間)
 - ✦ Often more than once
 - ✦ Depends on teacher's diagnostic skills (診斷)
 - ✦ Record keeping – checklists, artifacts, portfolios, worksheets ... (紀錄)

Procedures

- ✦ Teaching and learning
- ✦ Practice
- ✦ Assessment
- ✦ Evaluation with data collected
- ✦ Re-develop teaching strategies and contents
- ✦ Learning and practice
- ✦ Assessment again

Example: Ass't for Learning

- ✦ Event: HRF
- ✦ Learning and teaching at school
- ✦ Practice at home
- ✦ Assessment during PE lessons
- ✦ Evaluation: arm strength and CR functions are comparatively weak
- ✦ Develop a fitness program focusing on training of arm strength and CR endurance
- ✦ Assess again in 6-8 weeks time


Hands-on Experience

- ✦ Follow on your last topics or base on something new
- ✦ Develop a test battery (測試工具) to assess your students' skills achievement, which includes 3 tests with marking schemes (評分標準)
- ✦ Identify their strengths and weaknesses (找出強弱)
- ✦ Re-develop 2 new teaching strategies to improve their weaknesses

Assessment as Learning

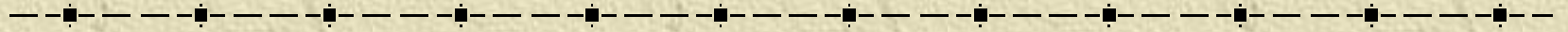
評估是學習的一部分

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- ✦ Formative assessment (形成評估)
 - ✦ Emphasizing the role of students as critical connector between assessment and learning (學生負責學習與評估)
 - ✦ Student as active and critical assessor, make sense of information, relate to prior knowl., master the skills involved (學生主動運用已有知識, 技能, 及資訊為自己作評估)
 - ✦ Regulatory process in metacognition (認知轉變的調適過程)
 - ✦ Monitor what they are learning (監控學習過程)

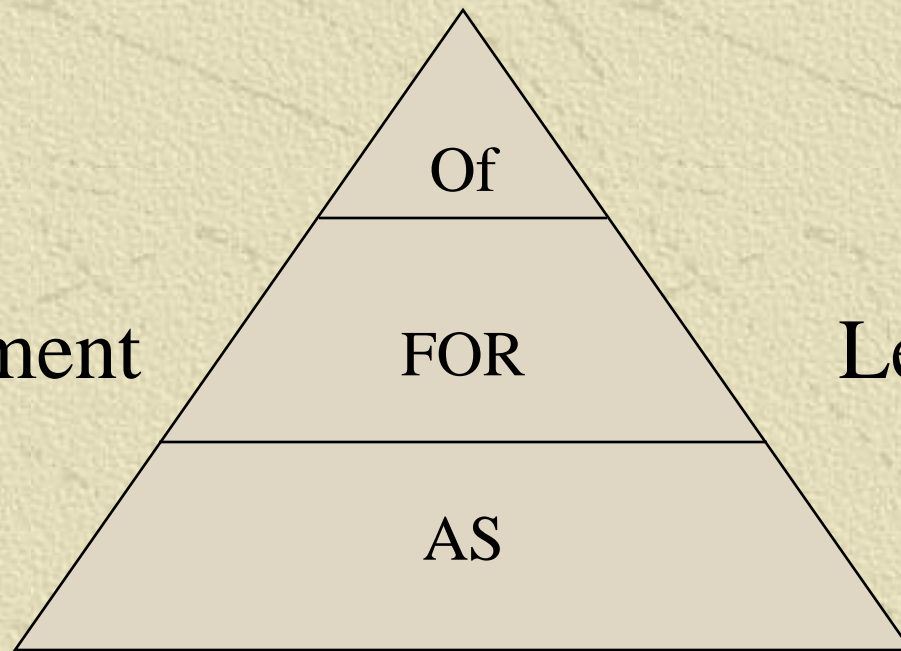
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- ✦ Use the feedback and make adjustments, adaptations and changes (利用回饋)
 - ✦ Students are their own assessors (自行評估)
 - ✦ Students are to be self-motivating (自我學習動機)
 - ✦ They just can't wait for the teacher
 - ✦ Require students to ask reflective questions and consider a range of strategies (反思及學習策略)
 - ✦ Students are able to realize what they don't understand and decide what to do next

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- ✦ Record keeping as personal affair (個人學習歷程檔案)
 - ✦ Students and teachers decide important evidence of learning (顯証)
 - ✦ Assessment: aspirations and targets for continued learning (其後的學習期望及目標)

Getting the Balance



✦ Assessment



Learning

End

